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State Normal School  
Duluth, Minnesota  
1914







State Normal School, Duluth, Minnesota.

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**THE  
STATE NORMAL SCHOOL  
DULUTH, MINNESOTA**



**TWELFTH ANNUAL CATALOGUE**  
**With Announcements For**  
**1914-1915**



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## CALENDAR FOR 1914-1915

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### Summer Term

Enrolment of Students.....Monday, June 15, 1914  
Class-work begins .....Tuesday, June 16, 1914  
Term closes .....Friday, July 24, 1914

### Fall Term

Enrolment of Students.....Tuesday, September 8, 1914  
Class-work begins .....Wednesday, September 9, 1914  
Term closes.....Wednesday, November 25, 1914

### Winter Term

Enrolment of Students .....Monday, November 30, 1914  
Class-work begins .....Tuesday, December 1, 1914  
Christmas Holidays begin .....Friday, December 18, 1914  
Work resumed .....Monday, January 4, 1915  
Term closes .....Friday, March 12, 1915

### Spring Term

Enrolment of Students .....Monday, March 15, 1915  
Class-work begins .....Tuesday, March 16, 1915  
Easter vacation begins .....Thursday Noon, April 1, 1915  
Work resumed .....Tuesday, April 6, 1915  
Term closes .....Thursday, June 11, 1915

## MINNESOTA STATE NORMAL SCHOOL BOARD

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Ell Torrance, President .....	Minneapolis
Term expires 1915	
C. G. Schulz, Superintendent of Education, Secretary.....	St. Paul
Ex-Officio	
S. H. Somsen, Resident Director.....	Winona
Term expires 1917	
John C. Wise, Resident Director.....	Mankato
Term expires 1917	
C. L. Atwood, Resident Director.....	St. Cloud
Term expires 1917	
C. G. Dosland, Resident Director .....	Moorhead
Term expires 1915	
J. L. Washburn, Resident Director.....	Duluth
Term expires 1917	
Tolleff Jacobson .....	Alexandria
Term expires 1915	
E. J. Jones.....	Morris
Term expires 1915	



## FACULTY

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EUGENE W. BOHANNON, Ph., D., President, Social Science, School Management.

LINUS W. KLINE, Ph. D., Psychology, Theory of Education.

KATHARINE D. POST, B. L., Latin, English Composition.

CHARLES H. FRAZEE, A. M., Biological Sciences, Elementary Science.

CARL E. WALLACE, A. M., History, Civics.

EFFIE T. BURCH, Drawing, Manual Training.

M. GENIEVE TAYLOR, Music.

WILLIAM A. OWENS, A. M., Superintendent Training Department, History of Education, Social Science.

EUGENE VAN CLEEF, S. B.\* Geography, Physics.

MARGERY STRONG, A. B., English.

MARY ABIGAIL JACK, Reading.

MAE E. PICKEN, B. S., First and Second Years Training Department.

GRETTA M. BROWN, Ph. B., Fifth and Sixth Years Training Department.

MRS. ALEXANDER MILNE, Dean of Women, Superintendent Dormitories.

R. J. SCARBOROUGH, A. M., Geography, Physics.

MILDRED L. MILLER, B. S., Kindergarten.

HARRIET F. GLENDON, Household Economics.

EDNA E. HEYWOOD, Ph. B., Third and Fourth Years Training Department.

NINA L. NICHOLS, Seventh and Eighth Years Training Department.

SUSAN STRYKER, Assistant in Department Household Economics.

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RUTH ELY, Librarian.

NELLIE E. EMANUELSON,† Secretary and Accounting Officer.

AGNES M. JOHNSON,‡ Secretary and Accounting Officer.

W. H. SALTER, M. D., School Physician.

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## ADDITIONAL TEACHERS FOR THE SUMMER TERM, 1914

RAY L. LELAND, English Grammar, Winona, Minn.

L. H. PRYOR, Geometry, Hinckley, Minn.

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\*Absent on leave during the year.

†To April 15, 1914.

‡Since April 16, 1914.

## THE SCHOOL

The State Normal School at Duluth was established by an act of the state Legislature passed in 1895. The main building was completed in 1902 and the school entered on its work in September of that year. Since that time two dormitories have been constructed and the main building has been enlarged by the addition of the west wing, which is devoted to the use of the Training Department. Work is now in progress on an addition to the east end and one at the central portion of the rear of the main building. The latter will provide a new and larger audience room and a gymnasium while the former will be devoted to new library rooms, new quarters for the department of home economics and additional class rooms.

It is the Object of the School to prepare teachers for the elementary schools of the state. Accordingly all who enter are required to pledge themselves to teach in the state or to pay tuition at the rate of thirty dollars a year.

Two departments, the Normal Department and the Training Department, are maintained. In the latter a kindergarten and the eight grades are represented and supply the opportunity for observation and student-teaching. In the Normal Department the work is both academic and professional and extends through a period of five years for students who cannot present high school records. For high school graduates the course is two years in length. Shorter programs, leading to temporary certificates, are arranged for certain students of both classes but without loss of time to those who complete the course ultimately.

Special Courses for the preparation of teachers of home economics, manual training and music have been authorized and will be offered as may be required. So far only the special course in home economics has been offered in this school.

The Regular School Year has been divided into three terms of approximately twelve weeks each. Since the end of the regular year of 1907 summer sessions have been held, as provided by an act of the state legislature in the session of that year. These are approximately seven weeks in length in all of the normal schools of the state.

## REQUIREMENTS FOR ADMISSION

Persons holding a state teachers' certificate of the second or a higher grade, and graduates of approved high schools having a four years' course who present credits representing fifteen units of work

done therein (a unit being daily work for a year of at least nine months) will be admitted without examination. Others will be required to pass examinations in arithmetic, English grammar, geography, United States history and physiology, or to present certificates from the State High School Board. While holders of diplomas showing graduation from the eighth grade will be admitted without examination, only those who are sufficiently mature and promising will be permitted to undertake the work.

Graduates of high schools who elect to complete the work for the elementary diploma (12 credits) will be required to present satisfactory entrance records in civics, United States history, physiology, one biological science (botany or zoology), and one physical science (physics or chemistry), or to earn credits in these subjects after entering the Normal School. The record in physics must represent not less than one full year's work.

Students from high schools offering less than the four years' work above mentioned will be admitted but cannot hope to complete the work in the usual length of time.

### ADVANCED STANDING

High school graduates who shall have had, as post-graduate work, not less than a half year's course in Normal subjects as offered in the state high schools may be credited for subjects in which they shall have completed a full semester's work, provided (1) that these credits shall apply only in the case of those who become candidates for the diploma, (2) that the president reserves the right to test the quality of work for which credit is asked, and that not more than six term-credits shall be allowed for such work.

Anyone holding a state teachers' certificate of the first grade, valid at the time of presentation, may be allowed twelve credits, provided: (1) that such advanced standing shall not be allowed except in the case of those who become candidates for the diploma and are not otherwise entitled to advanced standing, (2) that the subjects in which such advanced standings are to be allowed shall be determined by the president of the school in conference with the student, (3) that the average of the certificate shall be not less than 75 per cent and (4) that the subjects in which the averages shall be less than 75 per cent shall not be credited and shall reduce the number of credits to be allowed, proportionately.

Graduates of accredited high schools (see Requirements for Admission) will be allowed advanced standing to the amount of

thirty-six units out of the sixty required for graduation. The recorded standings for work done in high school must be presented before registration. Blanks to be used for that purpose may be had on application.

### **SPECIAL STUDENTS**

Persons holding a teachers' certificate of the second or a higher grade and having taught in any public school in this state with ability and success for a year may be admitted to the school for the purpose of doing special work. Such applicants for admission must satisfy the president of the school that they are prepared to do the work of the regular classes in the subjects they may choose. Any selection of work is to be subject to the approval of the president. They must also present certificates from the superintendents under whom they have taught, testifying to their fitness for the work of teaching.

### **ADMISSION TO THE UNIVERSITY OF MINNESOTA**

Graduates from the advanced courses in the state normal schools of Minnesota are admitted without examination to the sophomore year of the State University, and those who complete the two-year program for high school graduates are granted sixty credits out of one hundred thirty required for graduation from the College of Education.

### **DIPLOMAS AND TEACHERS' CERTIFICATES**

The Diploma of the school is valid as a state first grade certificate for two years and upon endorsement, after two years of successful teaching experience, for life. This diploma is a legal qualification to teach in any grade of the elementary schools of the state.

The Elementary Diploma is valid as a state first grade certificate for three years and is not subject to endorsement, though the Superintendent of Education will issue a first grade certificate to those who teach successfully for the three years and are endorsed by the president of the school. Beginning with September, 1915, this diploma will not be valid for teaching in any of the graded schools of the state except in the case of those who shall have taught in such schools prior to that date.

The Superintendent of Education, upon the recommendation of the president of the school, will issue a state certificate of the first

grade, valid for one year and subject to renewal for a like period, to those who complete twelve units of work on the two-year program for high school graduates or to those who complete thirty-six units of the five-year programs.

Those who complete twenty-four units of work in the elementary subjects of either of the five-year programs or of the three-year program may obtain, with the indorsement of the president, a state second grade certificate.

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### GENERAL INFORMATION

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**Tuition** is free to all students who sign the pledge to teach. Those who do not sign the pledge are required to pay thirty dollars a year. Charges for tuition must be paid in advance and no portion thereof will be refunded.

**Washburn Hall and Torrance Hall** are homes for young women attending the school and are situated on the campus near the main building. Washburn Hall has rooming accommodations for forty-eight, while Torrance Hall will accommodate sixty-four. Both are of fire-proof construction and are provided with all modern conveniences. Each has its own laundry, kitchen, pantry, dining-room and reception rooms. All floors have toilets and bath rooms. Students have free access to the laundries, which have eight stationary wash tubs, with hot and cold water, clothes dryers, irons and ironing tables. All living rooms have hardwood floors, two beds, two rugs, two closets, two chairs, two rockers, a study table, dresser and all necessary bedding. Students are required to provide table and dresser covers, towels and curtains, to care for their own rooms and to take turns in waiting on tables at meals.

It is expected that living will cost not more than fifteen and sixteen dollars a month the coming year. Similar accommodations cannot be had in the city for less than double the amount. No deduction will be made for absences of less than a week. All payments must be made one month in advance. Applications for rooms must be accompanied by a fee of one dollar, which amount will be applied on the first monthly payment, but will not be returned if the reservation is cancelled.

Those who do not plan to live at one of the halls and whose homes are not in the city, must choose a boarding place with the advice and approval of the Dean of Women and will avoid embarrassment by not making such arrangements before having such advice and approval. Students who take up their residence at the halls will not be permitted to leave them for another place in the city except upon the advice or approval of the Dean of Women.

**Loan Fund.**—The interest and generosity of a friend of the school has resulted in the establishment of a loan fund for the benefit of worthy students who may find it necessary to borrow money in order to continue the work of the school. Information concerning the conditions under which loans can be made may be had upon inquiry of the president of the school.

**To Entering Students.**—Those expecting to enter on advanced standings from other schools must present official records of all such standings.

Applicants for admission will present themselves at the office of the president, where they will be referred to proper committees on examination or classification.

The building is situated on East Fifth Street, between Twenty-second and Twenty-third avenues, and one block from the Woodland and East Fourth Street car lines. Students who are not acquainted with the city should call at the president's office on arrival.

**The School Physician** meets every student at the beginning of each year for the purpose of determining whether her health is such as will justify her undertaking the work of a teacher. No one is permitted to proceed with the work of the school without his approval.

Additional information will be supplied on application to President's Office, State Normal School, Duluth, Minn.



# THE COURSE OF STUDY FOR THE STATE NORMAL SCHOOLS OF MINNESOTA

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Algebra	History, U. S.
Arithmetic	History, General
Botany	History, English
Chemistry	Kindergarten
Civics	Latin
Drawing	Literature
Education	Manual Training
History of	Music
Theory of	Penmanship
Practice of	Physics
School Management	Physiography
Elementary Science	Physiology
English Composition	Psychology
Geography	Reading and Expression
Geometry	Rhetoric
Grammar	Social Science
	Themes and Literature
	Zoology

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**The Arrangement of Programs.**—Sixty term credits are required for the completion of this course. Program I. (page 12) is the arrangement for five-year students who take the Latin electives; II. (page 13) is for five-year students who take the English electives; III. (page 13) is for high school graduates who remain two years; IV. (page 14) is for high school graduates who expect to become kindergartners; V. (page 14) is for high school graduates who expect to attend one year; and VI. (page 14) is for those who expect to complete three years of work on the five-year program with English electives.

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**Electives.**—For one term of English, one of geography, one of history of education, one of drawing, one of manual training and one of elementary science, students of the two-year program for high school graduates may substitute, under certain conditions, an equal number of terms of work in any of the subjects named below:

English and Library Science..4	Physical Education .....1
Biological Science .....3	Agriculture and Rural Soci-
Physical Sciences .....3	ology .....3
History and Economics.....3	Primary and Grammar Grade
Mathematics and Astronomy..3	Methods .....3

Hereafter electives to the number of twelve will be open to students of the two-year program for high school graduates, provided the choice is limited to one field. It is altogether probable that such electives will be provided only in Home Economics.

Students whose work before entering shall have been such as to warrant any substitutions, or those whose special interests and aptitudes call for certain electives, should confer with the president. Otherwise no provisions for electives will be made. Owing to the fact that the facilities of the school are limited in respect to the number of classes that can be handled, not many electives can be offered and in making up the program of work for the several classes of students most of the options are necessarily fixed in advance.

## I. PROGRAM FOR FIVE-YEAR STUDENTS WHO ELECT LATIN

No first-year work in Latin will be given hereafter and the only classes in the subject will be for those who have already completed one year or more of the course.

### SECOND YEAR

Fall Term	Winter Term	Spring Term
Caesar	Caesar	Caesar
Music	General History	General History
Plane Geometry	Plane Geometry	Music
Reading	Manual Training	Manual Training

### THIRD YEAR

Cicero	Cicero	Cicero
Physics	Physics	Physics
Botany	Botany	Physiology
Grammar	Literature	Literature

### JUNIOR YEAR

Virgil	Virgil	Virgil
English History	United States History	United States History
Psychology	Psychology	Theory of Education
Arithmetic	Penmanship $\frac{1}{2}$	Arithmetic
Home Economics	Home Economics	Home Economics

### SENIOR YEAR

Literature	Literature	Themes
Social Science	History of Education	History of Education
Practice and Criticism	Practice and Criticism	School Management $\frac{1}{2}$
I. and II.	Home Economics	Civics
Home Economics		Home Economics



## II. PROGRAM FOR FIVE-YEAR STUDENTS WHO ELECT ENGLISH

### FIRST YEAR

Fall Term	Winter Term	Spring Term
Algebra	Algebra	Algebra
Geography	Geography	Music
English Composition	English Composition	Drawing
Reading	Drawing	Reading

### SECOND YEAR

General History	General History	General History
Plane Geometry	Plane Geometry	Solid Geometry
Zoology	Zoology	Rhetoric
Music	Manual Training	Manual Training

### THIRD YEAR

English History	U. S. History	U. S. History
Physics	Physics	Physics
Botany	Botany	Arithmetic
Arithmetic	Literature	Literature

### JUNIOR YEAR

Grammar	Grammar	Theory of Education
Psychology	Psychology	Physiology
Literature	Literature	Observation
Chemistry	Chemistry	Chemistry
Home Economics	Home Economics	Home Economics

### SENIOR YEAR

Social Science	History of Education	History of Education
English Elective	English Elective	Civics
Penmanship $\frac{1}{2}$	Practice and Criticism	Themes
Practice and Criticism	Home Economics	School Management $\frac{1}{2}$
Home Economics		Home Economics

## III. TWO-YEAR PROGRAM FOR HIGH SCHOOL GRADUATES

### JUNIOR YEAR

Fall Term	Winter Term	Spring Term
Psychology	Psychology	Theory of Education
Drawing	Arithmetic	Arithmetic
Geography	Geography	Elementary Science
Music	Grammar	Grammar
Home Economics	Home Economics	Home Economics

### SENIOR YEAR

Social Science	History of Education	History of Education
U. S. History	Civics	Themes
Reading	Manual Training	School Management $\frac{1}{2}$
Observation	Practice and Criticism	Practice and Criticism
Penmanship $\frac{1}{2}$	Home Economics	Home Economics
Home Economics		

#### IV. TWO-YEAR PROGRAM FOR KINDERGARTEN STUDENTS JUNIOR YEAR

Fall Term	Winter Term	Spring Term
Psychology	Psychology	Theory of Education
Drawing	Music	Elementary Science
Kindergarten Theory	Kindergarten Theory	Kindergarten Theory
Observation	Observation	Observation
Home Economics	Home Economics	Home Economics

#### SENIOR YEAR

Social Science	History of Education	History of Education
Kindergarten Theory	Kindergarten Theory	Themes
Reading	Manual Training	School Management $\frac{1}{2}$
Penmanship $\frac{1}{2}$	Practice and Criticism	Practice and Criticism
Practice and Criticism	Home Economics	Home Economics
Home Economics		

#### V. ONE-YEAR PROGRAM FOR HIGH SCHOOL GRADUATES

Fall Term	Winter Term	Spring Term
Psychology	Theory of Education	Geography
Arithmetic	Reading	School Management $\frac{1}{2}$
Drawing	Music	Elementary Science
Grammar	Observation	Practice and Criticism
Home Economics	Home Economics	Home Economics

#### VI. PROGRAM FOR THREE-YEAR STUDENTS FIRST YEAR

Fall Term	Winter Term	Spring Term
Algebra	Algebra	Algebra
Geography	Geography	Music
Reading	Drawing	Drawing
English Composition	English Composition	Reading

#### SECOND YEAR

Plane Geometry	Plane Geometry	Botany
Botany	Arithmetic	Arithmetic
Music	U. S. History	U. S. History
Grammar	Grammar	Physiology

#### THIRD YEAR

Physics	Physics	School Management $\frac{1}{2}$
Literature	Literature	Rhetoric
English History	Civics	Practice and Criticism
Psychology	Theory of Education	

**SUMMER SESSION**

The summer term will begin June 15th and end July 24th. Those desiring special information concerning the session should ask for the summer school circular. All communications relating to attendance should state what subjects the prospective students wish to take up. The program of recitations is given below.

<b>8:35-10:00</b>	<b>10:10-10:55</b>	<b>11:45-12:30</b>
Algebra 1	Algebra 2	Algebra 2
Arithmetic 1	Arithmetic 2	Arithmetic 2
Elementary Science or Botany	Civics	Civics
Geography 1	Geography 2	Geography 2
Geometry 1	Geometry 2	Geometry 2
Grammar 2	Grammar 1	Grammar 1
History of Educa- tion 2	Physics 2	Physics 2
Physics 1	Sociology	Sociology
Physiology	Theory of Education	Theory of Education
Psychology 1	U. S. History 1	U. S. History 1
U. S. History 2		

**1:30-3:00**—Laboratory work in science subjects.

## DESCRIPTIVE OUTLINE OF THE WORK IN THE DIFFERENT SUBJECTS

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### PSYCHOLOGY, EDUCATION AND PRACTICE

**Psychology, Term I.**—An observational study is made of the nervous system and of the sense organs under laboratory conditions followed by an account of their relations to mental life. The principle of the reflex arc and its relations to mental processes are taught in connection with the determination of reaction time. Suggestion, drowsiness, dreams, motor-automatism, habits and sensory fusions are studied along with the theories and evidence of mind levels. The literature on the characteristics of consciousness, its focal and marginal aspects, its attitudes, including attention, feeling and interest are studied intensively.

In this term and in the following, laboratory work is given twice a week and recitations are held three times a week to discuss results and to hear reports on pertinent literature.

**Term II.**—An analytical and descriptive study is made of the more apparent cognitive aspects of consciousness; sensations, perceptions, illusions, images, association, memory, imagination. Experiments for this study are selected and adapted largely from the texts of Sanford, Witmer and Seashore. Aspects of the affective processes are treated in the following order; affection, feeling, emotion, mood, passion and sentiment. The relation of the affective processes to the cognitive and to motor expression are studied experimentally. Experiments are selected and adapted from the texts of Titchener, Jastrow and Myers.

**Theory of Education.**—The general aim of this course is to give the prospective teacher that knowledge which will enable her (1) to present the elementary school subjects in accordance with the laws of physical and mental development, (2) to formulate the more important aims of education. The principles of child development will be studied through such topics as: growth in height and weight; neurological development; muscular development and control; growth of the various mental processes, such as memory and reasoning. An attempt will be made to correlate physical and mental development, and such educational suggestions as grow out of

these laws of development will be considered. From fundamental to accessory, recapitulation, period of plasticity, education of the instincts, and fatigue are representative topics. A part of the course will be devoted to the determination of the normal standards of physical and mental capacity for each of the school periods; kindergarten, primary, intermediate and grammar grades. Then follows consideration of the different school subjects in their relation to the child and the aims of education. Note-books on the term's work will be required, and there will be frequent reports on educational literature together with original papers and outlines on special school problems.

**History of Education.**—The work in this subject, to which two terms are given, consists mainly of an intensive study of the educational classics. The classic is related to the educational history of the country or the educational movement of which it is a part, as well as given chronological position and the valuation arising from its estimated results by the use in a supplementary way of a standard text. Helpful references are employed, and much topical work is done. The two courses are planned to support and elaborate the principles evolved in psychology and pedagogy.

**Term I.**—Greek education, with special attention to the Spartan and Athenian phases, and the Republic of Plato are studied. The Early Christian Schools, Monasticism, the Rise of Universities, the educational significance of the Renaissance and a descriptive account of the Great Didactic complete the work of this term.

**Term II.**—Pestalozzi's Leonard and Gertrude and Spencer's Education are read, discussed and outlined. Attention is given to the ethical and social as well as to the educational ideals of these writers.

**School Management.**—A study is made of the different types of school organization. This embraces, external to the school, national, state, county and local organization, with state organization made especially detailed. Internal organization, as regards the school, concerns itself with the program, organization of routine, relation of the teacher to supervisors, the testing of results, school architecture, classification of pupils, etc. A considerable portion of the six weeks devoted to this subject is given to school hygiene and sanitation. This deals especially with disorders caused or aggravated by the school, and aims to be of assistance to the prospective teacher in detecting physical unfitness, and in establishing her relation to it.

**Observation.**—The work is done by all students during the

term preceding the one in which they teach in the Training Department. It extends through one term and occupies at least one period a day. It furnishes the student with an opportunity to observe model lessons given by the critic teachers and to become pretty well acquainted with the regular work of a graded school as seen in the Training Department. They are required from time to time to submit to the critic teachers a "lesson plan" developed from some one phase of a series of model lessons. These lesson plans are criticised by the teacher giving the model lessons, and then returned to the student. The students are required further to present weekly reports of their observation, and to read and discuss helpful literature supervised by the Superintendent of the Training Department.

**Training Department and Teaching.**—The Training Department includes the eight grades below the high school, and a kindergarten. The work corresponds very closely to that done in the grades of the public schools of the state and will qualify those who complete it to enter the high school or the first year class of the Normal Department. The course of study for the Training Department includes manual training and home economics.

The teaching force consists of the supervisors, the principals of the several departments and the duly qualified members of the senior class.

The purposes of the school are (1) to maintain, as far as possible, ideal school conditions to serve as models for the prospective teacher, and (2) to furnish an opportunity for the pupil-teachers to demonstrate their natural and acquired qualifications for practical service in our public schools.

The supervision consists in giving model lessons in the presence of the pupil-teachers; in holding general conferences weekly, and individual conferences at briefer intervals, in which the special work of the pupil-teacher is sympathetically discussed and criticised; in citing literature bearing on her daily work, and in assisting in whatever way the needs of the hour may suggest.

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## HISTORY AND CIVICS

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In all the work in these subjects it is a part of the purpose to acquaint the student with the literature and other material especially suited to the pupils in the various grades of the elementary and grammar schools, as well as with the more advanced literature which he himself should use. To accomplish this, constant use is

made of the library, which is well equipped to serve both purposes. A broad and accurate knowledge of historical facts is regarded as a prerequisite to the correct interpretation and teaching of history and kindred subjects. Special attention is given to the growth of political ideas and to the contributions made to civilization by different peoples. Effort is made to show that the development of political institutions and civilization is an evolutionary process. The influence of geography upon history is studied. The pupil is required to keep a notebook and at times to make reports, written or oral, upon special topics.

**General History, Term I.**—A general survey of the origin and spread of civilization and of the development of political and social institutions in the Orient and Greece. A knowledge of the thought, life, character and emotions of the Greeks and of the achievements of the great men of that illustrious race is regarded as a treasure for the enrichment of the lives of the young.

**Term II.**—A study of the rise of Rome, the expansion and organization of her power during the Republic, its reorganization under the Empire, its final disruption at the time of the German invasions and the transformation of the ancient pagan empire into the mediaeval Christian empire of the Germans under Charlemagne. The social and economic causes of the failure of self government among the Romans are carefully analyzed as having a present day significance.

**Term III.**—A study of mediaeval institutions, habits and ideas and how they were supplanted by those of the present. It includes such topics as the rise and prevalence of feudalism, the Crusades, the growth of the Papacy and its contest with the Emperor, the development of cities and the middle class, the Renaissance and the Reformation, the growth of nations, the struggle for constitutional government and democratic institutions, the French Revolution and the expansion of Europe. European conditions which influenced American history are made prominent.

**English History.**—The general development of the English people and government is studied through the reign of Elizabeth, from which point an attempt is made to show the relation existing between the history and constitutional development of England and that of the United States.

**History of the United States, Term I.**—A course dealing with the beginnings of our national existence from the discovery of America to the end of the War of 1812. It includes a study of the condi-



tions affecting colonization, the period of discovery and settlement, the rivalry of the French and English, the Revolutionary War, the creation of a central government and its foreign and domestic problems. Our relations with Europe are carefully analyzed.

**Term II.**—A study of the outlines of our political, constitutional, economic and social development from the War of 1812 to the present day. Among the more prominent topics for discussion are the national awakening, the development of democracy, the struggle over slavery, Civil War and Reconstruction, the rise of new economic and political conditions and the question of expansion.

**Civics.**—Students are required to master the general principles of society and government; after that, an outline of the government of the United States, the state of Minnesota, and of a county, town and city in Minnesota. The methods of nominating public officers, and the duties of citizens in a republic are studied carefully. That is the point of view from which such questions as minority representation, initiative and referendum, and government by commission are inquired into.

**Social Science.**—This course is necessarily very brief and is limited to a consideration of the problems of society, a knowledge of which should prove of the greatest practical value to teachers. It begins with an examination into the origin and nature of human association and rests upon the generally accepted view that the various social institutions are the result of a long and slow process of evolution. This view is at the basis of the more detailed consideration given to contemporary social problems, especially those which relate to the family, the school, government in its various phases, and to society in the sense generally meant when we speak of "social welfare."

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## ENGLISH

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"Along the avenue of language is the road to all the sciences. The study of words and their function is to bridge over the gulf between the abstract and the concrete."

All the other departments are in co-operation with the English department in the endeavor to make every school exercise an opportunity to teach good English by example, criticism and practice.

The general aim of the work in English is to teach the student (1) to read intelligently; (2) to gain some appreciation of the best English authors; (3) to foster the reading habit and, with it, the



thinking habit, using only material of approved excellence; (4) to write neatly, legibly and correctly in every detail, acquiring at the same time rapidity and ease; (5) to use always, whether in written or spoken language, accurate, clear, idiomatic English.

**English Composition, Term I.**—Beginning with a review of punctuation, capitalization and the use of synonyms, the work is developed through the study of sentence structure and paragraphing, to the reproduction of another's thought, based on selections read in class. A portion of the time is given to letter writing.

**Term II.**—Three or four weeks are spent in reviewing elementary English grammar. This is followed by practice in the expression of the pupil's own thought from the standpoint of simple description, narration and exposition. Spoken English, spelling and penmanship are considered in connection with the work.

**Rhetoric.**—This is a continuation of the first two terms of composition, with both oral and written exercises. Very little work in formal rhetoric is attempted, but the subjects of unity, coherence, and emphasis receive considerable attention. Description, narration, exposition and argumentation are taken up with special drill in oral composition. The elements of versification are studied briefly, and the most common types of poetry are distinguished.

**Themes.**—This is an advanced course in composition which is required of all seniors. Punctuation, letter writing and the principles of composition and rhetoric are briefly reviewed, after which exposition, description, narration and argumentation are studied in detail. This work is based upon carefully selected specimens of prose composition which are thoroughly analyzed and outlined before original work is attempted.

**Grammar, Term I.**—The work consists of a brief review of the elements of the sentence and of the parts of speech. A detailed study of each part of speech is then taken up, with continual practice in the principles already mastered.

**Term II.**—This is a continuation of the intensive study of the parts of speech begun in Term I, with more difficult work in parsing and analysis. A brief survey of the history of the English language is made at the end of the second term, though the derivation of some of the common grammatical terms is considered whenever occasion offers. Outlines are made, and note-books are kept throughout the course; good form is insisted upon in all written work.

The practical problems that arise in teaching language in the

grades are continually kept in mind. An effort is made to impress upon each student the following facts: (1) Outside reading and study, as well as a knowledge of mere text-book forms, are essential to a thorough understanding of the subject matter. (2) Real scholarship is worth while. (3) Grammar is only one phase of the great subject—English, all parts of which are closely related and can not properly be separated; English is a necessary and valuable tool in connection with other subjects. (4) The rules of syntax as established by good usage, must be applied in order to gain a self-correction of grammatical errors; each individual should feel a personal responsibility for helping to maintain a high standard for spoken English outside of the class-room as well as in it.

**Literature, Term I.**—(a) **Mythology.** Classic myths are studied, Guerber's "Myths of Greece and Rome" as the text. An illustrated note-book is made. Selections from Tennyson's *Idylls of the King*, edited by Arthur Beatty, are read, and Pallen, Stopford Brook, Henry Van Dyke, Littledale, and others are used as references. (b) **Shakespeare.** Two plays are selected from the following: *The Merchant of Venice*; *A Midsummer Night's Dream*; *As You Like It*; *Julius Caesar*; *Macbeth*.

**Term II.**—**American Literature.** The most representative prose and poetry are taken up under the following divisions; the Colonial Period; the Revolutionary Period; the New York Group; Southern Literature; Western Literature. Note-book outlines and general reference work in the library are required.

**Term III.**—(a) **English Poets.** The periods considered are: The Caroline and Puritan Age; the Restoration; the Age of Classicism; the Transitional Period; the Age of Romanticism; the Victorian Age. A careful study is made of the chief poets from Milton to Arnold, with the poems selected from "Manly's English Poetry." Outlines kept by the student are based upon notes given in class and upon general outside reading. The topics developed for each writer are: Life; Principal works; Kind of Poetry; Prevailing Meter and Foot; Style; Memory Passage; Place in English Literature. Although great attention is paid to the note-books, the pupil becomes thoroughly familiar with the work of each author, before reading what has been written about him. (b) **One English Essay,** usually Macaulay's *Life of Johnson*, is read, discussed and outlined. For note-book work in regard to the author, see (a).

**Term IV.**—**The English Novel.** The careful study of the *Sir Roger de Coverly Papers* from the *Spectator*, one novel from Scott,

presumably *Ivanhoe*, and one of *George Elliot's*, with supplementary outside reading, enable the student to trace the general development of the English novel.

**Reading.**—The course aims in all classes to develop the student's power to interpret and express the thoughts of others. Effort is made to develop imagination and concentration; also the love and appreciation of good literature and to make these the vital basis of the art of reading. It is through bringing the mind into close contact with the noble thoughts of master minds that one appreciates the best in literature. Interpretation cultivates the imagination, takes away reserve, develops and refines the whole being.

**Term I.**—The voice receives careful training. As the voice is the natural reporter of the individual we wish to remove the limitations; develop and improve it so that it may become the best possible medium of expression. Drill in enunciation is given and the correct mould for all elementary sounds taught.

**Term II.**—Scenes from standard selections are studied. The arts of story-telling and sight-reading receive attention. The work given to classes composed of high school graduates is a modification of terms I. and II., as here outlined. Time is given, in this course, to the study of methods of teaching reading.

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## LATIN

**Terms IV., V., VI.**—*Caesar's Commentaries*, Books 1-4. Daily throughout the second year of the course.

**Terms VII., VIII.**—*Cicero's Orations in Catilinam*. Daily throughout the autumn and winter terms of the third year of the course.

**Term IX.**—*Cicero's De Imperio, Cn. Pompeii, Pro Archia Poeta*. Spring term of the third year of the course.

**Terms X., XI., XII.**—*Virgil's Aeneid*, Books 1-6. Fourth year of the course.

Prose Composition, both oral and written, daily throughout the first three years of the course. Sight reading throughout the course.

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## SCIENCE

**Botany.**—The time given to this subject is about equally divided between recitation and laboratory work. The course has developed around these several points of view. It is believed that

the most desirable botanical information includes some definite knowledge of plant structure and function, the same to be presented with reference to some particular plant, organ, or experiment accessible to the student working in the laboratory and not as abstract subjects of discussion. A permanent interest and some ability to continue such work alone are ends to be desired. The course is planned to give as many concrete lessons as possible, such as a teacher might use in teaching agriculture in the grades.

**Term I.—Ecology.** Identification of trees and some common plants, with a study based on this work, including light-relationship of leaves, flower-structure and function of parts; relationship of insects and flowers; distribution, seed production and dissemination; pollination, fertilization, elementary forestry, care of trees, adaptation to climate. **The plant as a whole.** This study considers the main features of leaf, stem and root structure. Laboratory work in plant physiology includes the role of water in plants, photosynthesis, respiration, digestion, irritability, growth.

**Term II.—Seeds.** A study of a few types; food content and relationship to embryo; seed analysis, germination tests, function of parts, storage of seeds and how to plant. **Response to environment.** A study of germinating seeds and young plants to show how these are influenced by varying conditions of soil, air, water and sunlight. **Plants that cause decay, fermentation and disease.** Considerable time is given to the study of these plants. This is given a basis of reality in practical laboratory work. **Gardening, crop improvement, plant breeding,** and other topics are considered in recitations, reports and lectures.

**Zoology.**—Seven hours a week are given to this subject, the time being about equally divided between recitations, laboratory and field work. The course has been arranged from the view-point of having our knowledge of the make-up and life of the lower animals help in an understanding of human welfare, and of human structure and physiology.

**Term I.—Insect study** is carried on largely in the field and through the field work students are introduced to certain biological principles, such as protective coloration, variation, adaptation, life-histories, and the relationship of insects and flowers. The student is led to some appreciation of the position insects occupy from economic and health standpoints, and to the possibilities of intelligently meeting local insect problems. Birds are studied in relation to man's economic interests. Protective and aggressive coloration,

sexual dimorphism, nesting and food-gathering habits, and migrations, receive attention in recitations, lectures and reports. As much field work is done as time and the season permit.

**Term II.**—Most students taking this work have had no laboratory instruction before beginning zoology and it is believed that the course here outlined for the second term tends strongly to develop powers of initiative, painstaking and methodical habits of work, habits of careful observation, and of accurate and concise expression. It is an aim to give a knowledge of animal structure and function through a rather detailed study of a few animal forms, and a few experiments in chemistry and physiology. These forms are studied with special reference to external and internal structure, elementary histology, elementary embryology and physiology. In this work considerable hygiene and sanitation is considered, and the term's work constitutes a good elementary course in physiology as well as a preparation for further work in hygiene and sanitation, and certain phases of psychology.

**Physiology.**—The key-note of the physiology instruction is the right conduct of the physical life. A minimum amount of time is given to structural features, and those physiological processes which can be most influenced by intelligent behavior receive most attention, such as alimentation and digestion, circulation, thermal phenomena, nervous activity, and the physiology of the sense organs. The course may be said to exist for the instruction in hygiene and sanitation. More than half the time is usually given to this phase of the work. Among the subjects considered are the following: Muscular activity in relation to health; hygiene of the nervous system; hygiene of feeding; food accessories and drugs; prevention and care of colds; care of eyes, ears and feet; importance of pure food and water supply; ventilation of travel; public health and individual responsibility. Some attempt is being made to study children's defects and diseases, particularly defects of ear, eye, nose, throat and teeth; the effects of these and how to detect their existence in children.

**Elementary Science.**—The work consists of field work, laboratory work and recitations. Lessons are planned and methods of presentation discussed. The subject matter includes trees, birds, fishes, mammals, insects, wild and cultivated plants, flowerless plants, bacteria, seeds, soil, sky. It is intended to make this course good science as far as it goes but not to be profound or comprehensive. These subjects are studied as forces and factors of one's environment of which we should take intelligent account.

**Chemistry.**—The rapidly growing interest in home economics and in agriculture is causing these subjects to assume slowly the aspects of exact sciences. At the present time it is becoming necessary for those pursuing these subjects to understand at least the elements of chemistry and its application to plant and animal life, and to human foods. The following course is arranged with reference to this point of view.

**Term I.**—The first term's work is a study of those basic principles and laws of chemistry which are essential to an understanding of the work offered in the terms to follow.

**Term II.**—Chemistry of Plant and Animal Life. This includes the composition of the plant and animal bodies; of plant and animal food, and plant growth.

**Term III.**—Chemistry of Human Food. A term's work in the study of human food and nutrition; relative value of foods; comparative cost; dietary studies; bacteria in relation to food preservation, with some attention to the application of tests for adulteration in foods. Laboratory experiments form an important part of the year's work; a least one-half the time is given to this.

**Physics.**—Two periods of 120 minutes each are given to laboratory work each week. Three periods of 45 minutes each are devoted to a study of the text supplemented by a discussion of the laboratory work and its bearings upon the principles of the subject. Experiments are written up in systematic form by each student and submitted for approval. If not satisfactory these notes are returned for correction.

**Term I.**—The Metric system and experiments in mechanics and heat are considered. The subject-matter is the same as that found under these headings in practically all standard manuals and textbooks.

**Term II.**—Magnetism, electricity and sound receive special attention. Some of the more complex experiments in electricity are omitted and instead the work in sound is extended. The principles of the latter are applied to musical instruments in an effort to give a good understanding and perhaps a better appreciation of modern music.

**Term III.**—The first half of the term is given over to a study of light. The mechanism of the eye is considered in detail. A deviation from the standard course in physics is made in the last half of



the term. The physics of domestic science is developed. Many of the problems in cookery can be easily solved if one knows how to apply some of the fundamental principles of physics.

### GEOGRAPHY

(For students who are not high school graduates.)

**Terms I., II.**—The physical geography of the earth is studied to give a basis for subsequent studies in general geography. While topographic forms are given careful consideration special attention is given to the study of atmosphere and climates. At all times the relation of man to his physical environment is kept foremost. A practical application of principles established is made whenever possible.

Equipment, such as wall maps, topographic maps, rocks, instruments for recording weather data, and lantern slides, is employed in conjunction with all the work. The immediate locality offers rather exceptional opportunities for field trips.

(For high school graduates.)

**Term I.**—North America. The United States is studied in particular, with special emphasis upon the state of Minnesota. Duluth and the region immediately adjacent is considered in some detail in order to establish many of the fundamental principles of geography which have a broad application. The influence of physical environment, particularly climate, relief and soil, upon the development of communities and countries is carefully analyzed. The purely geographic factors as controlling influences upon the activities of man are differentiated from artificial factors.

Whenever advisable field trips are made to the industrial and other establishments of the city, among which may be cited, ore docks, ship yards, grain elevators, weather bureau, jobbing houses and waterpower electric generating plant.

**Term II.**—The remaining continents are discussed; most of the time, however, is devoted to the countries of Europe. The principles worked out in Term I. are applied here as well. Some attention is given to the teaching of geography in the grades.

### MATHEMATICS

**Arithmetic.**—The aims of the work in this subject are: (1) to give a good working knowledge of arithmetic; (2) to encourage clear and logical thought and exact and orderly expression; (3) to give the prospective teacher a grasp of the subject as a whole, together with practical suggestions as to modes of presentation in the grades.

**Term I.**—The divisions of the subject considered are: notation and numeration, both of the Arabic and Roman type, addition, subtraction, multiplication, division, common and decimal fractions.

**Term II.**—Longitude and time, mensuration, percentage and its application, powers and roots.

**Algebra, Term I.**—The four fundamental operations, simple equations, simple fractions, graphical representation, factoring, simple equations of two or three unknowns, problems.

**Term III.**—Involution and evolution, irrational numbers, quadratic equations solved by factoring and by formula.

**Geometry.**—Throughout the work in this subject accuracy and independence of thought are required. Students are required to give proofs other than those suggested in the text. From time to time topics in the history of geometry are assigned.

**Term I.**—Preliminary propositions, triangles, parallelograms, the circle.

**Term II.**—Similar rectilinear figures, areas of plane polygons, measurements of the circle.

**Term III.**—Solid Geometry. In connection with the work of this term many paste board models are made to aid the mind in following the demonstrations.

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### HOUSEHOLD ECONOMY

This course is not offered as a training course for teachers of home economics, but aims to give all students going out from the school a training in better standards of right and wholesome living, and general efficiency in housekeeping and home making. The course is offered in the junior and senior years, two hours a week of recitation and laboratory work being required.

**Sewing, Junior Year.**—The course includes all of the stitches, seams, hems, gathering and binding used in plain sewing and, in addition, hemstitching, embroidering and a study of the textiles. This knowledge and skill is applied by each student in making an entire set of undergarments for herself. Commercial patterns are used for cutting these garments. This is followed by the drafting of a shirt waist pattern; making a shirt waist from the pattern drafted; making a dress skirt or one-piece dress and a kimona.

**Cooking, Senior Year.**—In this course is included a study of the fundamental principles and processes of cookery; a study of foods with reference to their classification, nutritive value, digestibility, cost, combination with other foods, and uses in health and disease.



All typical foods are prepared and cooked, and right methods of serving emphasized. Special training is given in actual house work and the responsibility and care of rooms and equipment. Meals are planned, prepared and served, under limitations as to cost of material and time required for preparation. Personal hygiene is included in the general work.

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## MUSIC

**Term I.**—The work in music includes:

Voice culture, class work daily in tone production, breathing, etc.

Interpretation of musical notation and sight singing.

Song interpretation.

Ear training.

Study of the care and development of the child-voice.

Theory and practice, which includes a consideration of the problems that arise in teaching music; the choice and use of methods and materials for the study of music, covering the work of all grades; the observation and practice in teaching illustrative lessons in the formal steps of presenting music in the school room.

**Term II.**—Continuation of the work of Term I. In the case of high school graduates having had previous work in music, the course is adapted to meet their needs and more advanced work can be undertaken. When time for it occurs, a study of musical forms, together with the lives and works of the great composers, is made.

**Chorus Work and Glee Club.**—Twenty minutes daily is given to chorus work. The work is required of all students. The study of standard choruses is the basis of the work done and contributes toward the work done in music appreciation.

An opportunity is given for those who so desire to become members of the Glee Club.

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## DRAWING

Drawing and the other manual arts are so closely related that they are presented as complimentary phases of one line of work.

**Term I.**—The first term's work in drawing, for those students who have not had a high school training, is devoted to the following:

- (1) Composition, including principles of design, object drawing from nature and the posed figure.
- (2) Color making and color theory.
- (3) Constructive drawing.
- (4) Construction, including the application of pattern by means of the stencil, the wood block and the simple etching of brass and copper.

**Term II.**—The second term's work is given to further practice of the above mentioned forms of drawing and to the greater appreciation of art in general. Besides the daily class-room exercises in drawing, the students are required to write weekly chapters in a note book on the history of art.

The one term of drawing required of high school graduates aims to prepare the students to teach drawing by practice in composition, color and instructive drawing; relating drawing to other school subjects, such as geography, reading and history; planning lessons for certain grades in the Training Department.

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## MANUAL TRAINING

**Term I.**—The first term's work in manual training is devoted to the following: (1) the care and use of the common wood-working tools; principles of construction, based upon strength, durability, proportion, adaptation to purpose, decoration and finish.

**Term II.**—The second term's work includes practice in wood-working, basketry, leather tooling and simple metal working.

The one term for kindergarten students and other high school graduates offers practice in the various handicrafts and exercises in relating manual training to the other studies in the school curriculum.

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## KINDERGARTEN TRAINING

Only high school graduates or those who have an equivalent education may elect this work.

The training covers a period of two years and includes much of the general professional study offered to students who are preparing to teach in the primary or grammar grades. Special observation and

study relative to the activities and interests of children of the kindergarten age, and the best methods of dealing with them, constitute a large portion of the work, and observation and teaching in the kindergarten and primary departments are required. During their last two or three months in the kindergarten the children do work which articulates closely with that of the beginning primary class and leads rather definitely and directly toward the subject matter and method of that year.

A pleasing voice, some skill in singing and piano playing, and a desirable attitude toward young children are essentials for one who would succeed as a kindergartner.

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### SPECIAL COURSE FOR TEACHERS OF HOME ECONOMICS

This course has been in effect since the fall of 1911. It is one year in length and heretofore has been open only to those who have completed the full course of the Normal School. In the future students on the two year program may arrange, under certain conditions, to elect the twelve units of this special course in lieu of twelve of the twenty-four required to complete the standard course. This course is designed to supply teachers of the subject in the elementary schools. There is no charge for tuition, though a charge sufficient to cover the cost of materials used will be made. At least a half year of chemistry will be required for admission to the course.

The course includes:

- Three terms of Cooking.
- Three terms of Household Art.
- One term of Chemistry and Bacteriology.
- One term of Physiology and Hygiene.
- One term of Drawing and Design.
- One term of Food and Dietetics.
- One term of Household Sanitation and Management.
- Practice teaching.

**Cooking.**—The aim is to give a thorough understanding of the fundamental principles and processes of cookery. Sufficient actual practice in the preparation and cooking of all typical foods to insure a fair degree of efficiency and of success in cookery is given. The work includes a study of the preservation of foods, the selection, care and preparation of foods, the cooking and serving of soups, eggs, meat, fish, vegetables, fruits, pastry, breads, cake, desserts, salads, sauces and invalid foods; also a study of menus, marketing and table service.

**Food and Dietetics.**—This course involves a systematic study of foods with reference to their composition, structure, digestibility, cost and nutritive value. It includes a study of the changes, both physical and chemical, which take place in foods during cooking, and also the effect of different degrees of heat on the digestibility and food value of food materials. The fundamental principles of human nutrition are considered and their application to the feeding of individuals, families, and larger groups, under varying physiological, economic and social conditions.

**Household Sanitation.**—The purpose is to give a practical understanding of the problems in maintaining a healthful home. It includes a study of location, plan, structure, heating, ventilation and lighting of the house; the water supply and disposal of waste; a study of economic and sanitary finishings and furnishings and the use and care of the house equipment. Sanitary standards and cleansing processes are studied and the relation of house sanitation to such modern problems as municipal housekeeping, and state and national public health, are considered.

**Household Management and Economics** deals with such subjects as the division of the income and buying of supplies; system of work and domestic service, food economy, kitchen utensils, house furnishings, clothing, its care and cleansing; division of labor in the house, and the higher life of the family.

The year's work in **Domestic Art** includes the making and mounting, in book form, of a set of models. These models illustrate canvas work; all the stitches used in plain sewing; hems, seams, ruffles, bindings, darning, patching, buttonholes, sewing on buttons, hooks and eyes, hemstitching and embroidering. Textiles are studied and a textile book prepared. In addition to the models a set of under-garments, a shirt waist, a skirt, a kimono and a one-piece dress are completed. The use of commercial patterns, drafting of patterns and the care of clothing is a part of the work.

**Bacteriology.**—Only the elementary phases of bacteriology are considered. Molds and yeast are studied along with bacteria in relation to household affairs. The work consists of recitations, lectures and laboratory exercises.

**Chemistry.**—Prominence is given to a study of those foods most extensively used as articles of diet, such as bread, flour, vegetables, cereals, meat, milk, dairy products and fruit. Relative value of foods, comparative cost, dietary studies, and laboratory practice form features of the work. Some practical study is made of food adulteration.

**Physiology and Hygiene.**—This course includes the physiology and hygiene of nutrition; some aspects of personal hygiene; domestic hygiene and sanitation.

The course in **Drawing and Design** includes not only a practical application of design for definite use in the decoration of the home, but designs which are especially applicable to the domestic art work given in the grades. Designs are formally and practically worked out for the decorative stitches in sewing, as well as for house decorating, leather, stenciling, basketry and book-binding.

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## GENERAL REQUIREMENTS

**Penmanship** is now a required subject for all students and will receive the attention necessary to insure a satisfactory standard of hand-writing in the case of every student. No student whose penmanship falls below the grade which is regarded as acceptable will be permitted to undertake work in the Training Department. It is a requirement of the school that all written work which is at all formal shall be executed with special care in regard to penmanship.

**Spelling.**—While spelling is not a designated part of the course of study it is involved in all written work and all such work will be scrutinized with special reference to the spelling. When this is found to be unsatisfactory the student will be denied the opportunity to work in the Training Department.

**The English Language**, as the medium of instruction, requires constant attention, not only on the part of the special teacher of the subject but of the teachers of all subjects. There must be the most complete and systematic co-operation between the different departments if a reasonable approximation is to be made toward the realization of the desired standard. This is an important part of the work of each member of the faculty. Any student whose use of English is not such as to warrant the recommendation of the faculty will not be admitted to the work of the Training Department.

**The Number of Subjects** a student may carry in any term shall not exceed four and may be made smaller in special instances. It is the rule of the school that a full term of attendance is necessary to the completion of a full term of work.

## NAMES OF STUDENTS ENROLLED IN THE NORMAL DEPARTMENT 1914-1915

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### SENIOR YEAR

Aiken, Lelah.....	Grand Rapids	Folsom, Clara ..	Wilmington, Del.
Anderson, Emma .....	Duluth	Fuller, Lulu M. ....	Brainerd
Anderson, Mary L.....	Duluth	Gannon, Helena.....	Cass Lake
Anderson, Signe .....	Duluth	Geddes, Ruth .....	Duluth
Baillie, Mabel L. ....	Duluth	Gleason, Margaret .....	Biwabik
Balmer, Vera .....	Duluth	Grannis, Margaret .....	Duluth
Bent, Bina .....	Eveleth	Graves, Marie .....	Duluth
Berglund, Hilma .....	Hibbing	Haakons, Gudrun .....	Duluth
Bergtold, Georgena .....	Duluth	Hanson, Nora .....	Ada
Boisvert, Bertha.....	Hill City	Harrison, Eva .....	Duluth
Bomier, Margaret .....	Proctor	Harrison, Marjorie C. ....	Duluth
Brand, Anna .....	Duluth	Helland, Petra .....	Minneapolis
Brown, Bessie P. ....	Duluth	Hoar, Mildred .....	Duluth
Bushnell, Blanche .....	Duluth	Holter, Josephine A. ....	Tower
Campbell, Frances .....	Duluth	Hopkins, Bertha F. ....	Duluth
Carlson, Marion T.....	Willmar	Hovland, Theresa .....	Hibbing
Chisholm, Mildred .....	Duluth	Hughes, Beatrice .....	Proctor
Christopher, Mabel .....	Duluth	Iverslie, Clara .....	Bellevue
Clark, Margaret .....	Duluth	Johnson, Ella Mabel .....	Austin
Clement, Marie .....	Proctor	Joyce, Isabel .....	Viroqua, Wis.
Coe, Louise .....	Duluth	Kaner, Sarah .....	Duluth
Corbett, Margaret .....	Eveleth	Karon, Belle .....	Duluth
Costin, Julia A... Ironwood, Mich.		Killorin, Marie .....	Hibbing
Cox, Elizabeth .....	Hibbing	Kleinegger, Marion .....	Akeley
Cox, Lydia .....	Cloquet	Koefod, Hilma .....	Duluth
Cox, Teresa .....	Hibbing	Krava, Cecelia .....	LeSueur
Dahle, Ragna .....	Starbuck	Krueger, Bertha ... Dodge Center	
Dahlman, Hilda .....	Duluth	Lambert, Genevieve ....	St. Paul
Dennler, Daisy... Cumberland, Wis.		Lang, Amanda L. ....	Tower
Dowse, Dorothy .....	Duluth	Lewis, Margaret .....	Duluth
Elbersen, Laura .....	Proctor	Lipke, Hattie .....	Virginia
Ellefsen, Edith .....	Ely	Low, Mamie .....	Duluth
Erb, Mary R.....	Gilbert	Luetjen, Eleanore .....	Hibbing
Evsmith, Mildred .....	Duluth	Lund, Ina .....	Glenwood

McCrum, Margaret .....	Scandling, Olive. Iron Mtn., Mich.
.....Thief River Falls	Schaefer, Grace .....
Mattson, Ida S. .... Virginia	Ely
Mobeck, Martha .....	Schriever, Anna .....
Duluth	Duluth
Monger, Ruth .....	Selmser, Sadie E. .... Cloquet
Duluth	Shea, Josie .... Ironwood, Mich.
Mork, Esther .....	Skagerberg, Delia .....
Duluth	Cloquet
Mortrud, Hazel V. .... Duluth	Slavick, Viola .....
Myron, Mary .....	Virginia
Duluth	Smith, Mabel .....
Nelson, Helen E. .... Duluth	Brainerd
Neubauer, Katherine .. Smithville	Stephenson, Evangeline .. Duluth
Niswander, Charlotte E. ... Duluth	Strick, Lily .....
Noiseau, Lyla ... Hubbell, Mich.	Hibbing
Norquist, Mary .....	Swanson, Florence .....
Duluth	Duluth
O'Hara, Veronica .....	Swanson, Tekla .....
Biwabik	Duluth
Olson, Emma S. .... Duluth	Swenson, Lucy .....
Onsgard, Allie B. .... Duluth	Smithville
Oreckovsky, Selma .....	Taylor, Zanie .....
Duluth	Tower
Parmelee, Gladys .....	Terryberry, Helen L. .... Duluth
Virginia	Thompson, Amelia .....
Pastoret, Alice .....	Virginia
Duluth	Tobin, Hazel .....
Peacha, Henrietta .....	Eveleth
Cloquet	Turnquist, Inez .....
Peck, Agnes .....	Duluth
Calumet, Mich.	Tyler, Luella .....
Peltier, Ruth E. ... Hancock, Mich.	Duluth
Pennington, Harriet ... Pine City	Viger, Albina .....
Provinske, Bernice .... Coleraine	Eveleth
Quinn, Agnes P. .... Duluth	Walsh, Mary. St. Croix Falls, Wis.
Robertson, Ethel .... Crookston	Warren, Bessie .....
Rose, Amy S. .... Duluth	Duluth
Routheau, Clara ... Oconto, Wis.	Week, Jennie .....
	Ely
	White, Ruth .....
	Duluth
	Willner, Eunice .....
	Duluth
	Young, Florence V. .... Aitkin
	Young, Ruth .....
	Montrose

### JUNIOR YEAR

Abrahamson, Helia .....	Blakney, Minnie .....
Gilbert	Duluth
Alguire, Agnes M. .... Duluth	Bolander, Helga .....
Anderson, Inez D. .... Duluth	Duluth
Apel, Sally .....	Bolton, Beatrice .....
Duluth	Duluth
Arkkola, Lillie .....	Boyle, Mary A. .... Duluth
Duluth	Brown, Alice E. .... Aurora
Bacher, Marjorie .....	Duluth
Duluth	Brown, Margaret .....
Baillie, Irma .....	Duluth
Duluth	Brunnell, Florence. ... West Duluth
Bateman, Dorothy .....	Brunnelle, Lucille .....
Duluth	Cloquet
Beaupre, Beatrice .....	Bryan, Alice .....
Cloquet	Cloquet
Beaupre, Hortense .....	Buckbee, Grace .....
Cloquet	Duluth
Beek, Winifred .....	Buckley, Rose .....
Chisholm	Duluth
Blair, Ruth .....	Burke, Catheryn .....
Cloquet	Eveleth



Burns, Mary E. ....	Proctor	Fuller, Delia ....	Nevis
Campbell, Mildred ....	Duluth	Furlong, Veronica ....	Duluth
Carlson, Jennie ....	Duluth	Gauthier, Irene ....	Virginia
Carlson, Lydia ....	Cloquet	Gianera, Minnie ....	Cloquet
Carpenter, Lillian ...	Anoka	Giles, Jean ....	Duluth
Casey, Mae E. ....	Duluth	Giliuson, Esther ....	Duluth
Caulkins, Grace ....	Duluth	Gissler, Alvina ....	Bruno
Chillen, Olga ....	Cloquet	Gordon, Minnie ....	Duluth
Chisholm, Bernice L. ...	Proctor	Govette, Vernice M. ...	Chisholm
Coffey, Callista ....	Ely	Granholm, Mamie ....	Virginia
Collins, Wenona J. ....	Cloquet	Gross, Alma ....	Duluth
Cosgrove, Grace ....	Embarrass	Gude, Margaret ....	Duluth
Cossi, Myrtle E. ....	Duluth	Gustafson, Marie ....	Duluth
Currier, Ella ....	Duluth	Handberg, Clara J. ....	Ely
Curtis, Edith ....	Duluth	Harrison, Virginia ....	Duluth
Dahlen, Lillie ....	Duluth	Hauslaib, Jean I. ....	Duluth
Dailey, Helen ....	Akeley	Hazelcamp, Louise ....	Hibbing
Damberg, Rose ....	Eveleth	Heath, Marie F. ....	Madison, Wis.
Damberg, Ruth ....	Eveleth	Hegdahl, Alice ....	Grand Rapids
Davies, Mary E. ....	Duluth	Hegler, Caroline F. ....	Gilbert
Dennis, Margaret ....	Proctor	Hegler, Dora L. ....	Gilbert
Doddridge, Ethel ....	Cloquet	Hostetter, Gertrude ....	Duluth
Dow, Gladys ....	Duluth	Hove, Ruth A. ....	Alexandria
Duffy, Mildreth ....	Cloquet	Hulstrand, Elva ....	Hibbing
Dunphy, Blanche ....	Carlton	Isaacson, Mabel ....	Duluth
Dysland, Agnes. .	Green Bay, Wis.	James, Mercedes K. ....	Ely
Englebretson, Esther A. .	Akeley	Jeffrey, Edith Lugenia ...	Tower
Engstrom, Emma ....	Gilbert	Johnson, Anna L. ....	Cloquet
Engstrom, Minnie, ....	Gilbert	Johnson, Hazel M. ....	Duluth
Enright, Esther ....	Duluth	Johnson, Anna L. ....	Duluth
Ericson, Marie ....	Knife River	Johnson, Anna S. ....	Duluth
Erickson, Oddhild ....	Duquette	Johnson, Bertha M. ....	Cloquet
Ericson, Anna A. ....	Duluth	Johnson, Ellen M. ....	Biwabik
Erwin, Nellie M. ....	Cloquet	Johnson, Elsa C. ....	Duluth
Fairbanks, Muriel ....	Goodland	Johnson, Esther Signhild. .	Duluth
Fider, Clara ....	Duluth	Johnson, Mayme E. ....	Ely
Finnegan, Frances. .	Grand Rapids	Johnson, Myrtle E. ....	Cloquet
Finstad, Gina ....	Tower	Kayute, Helia L. ....	Ely
Flaaten, Ruby ....	Duluth	Kinsman, Agnes A. ....	Buhl
Fleming, Marie ....	Duluth	Klatsky, Esther ....	Duluth
Foresman, Elvira ....	Eveleth	Klippen, Gerda ....	Duluth
Fredrickson, Blanche ...	Gilbert	Klovisto, Sigrid ....	Hibbing
Frestedt, Esther ....	Duluth	Kurvinen, Florence ....	Ely



Larson, Alvina .....	Virginia
Lasky, Lillian .....	Duluth
Leary, Elizabeth .....	Chisholm
Lenz, Elizabeth..	Lake Linden, Mich
Lenz, Susan....	Lake Linden, Mich.
Lindahl, Olga S.....	Duluth
Lindell, Ruth .....	Crookston
Long, Bertha .....	Cromwell
Low, Mildred .....	Duluth
McCuen, Gertrude .....	Duluth
MacDonald, Ila .....	Palmers
McDonald, Mary G...	Grand Rapids
McIntire, Lillian .....	
.....	International Falls
McKenzie, Ruth .....	Virginia
McLeod, Morah .....	Two Rivers
McMartin, Elizabeth ....	Jackson
McNamara, Hanna .....	
.....	Burlington, Wis.
Martin, Mildred .....	Duluth
Mattson, Mary .....	Virginia
Melby, Thora .....	Duluth
Melin, Mabel .....	Duluth
Milavetz, Florence...	Ashland, Wis.
Miller, Bertha S. ....	Duluth
Miller, Laura S. ....	Duluth
Miller, Mildred A. ....	Duluth
Munn, Laura .....	Crookston
Murnik, Beatrice .....	Eveleth
Nappa, Gussie .....	Ely
Neher, Ella .....	Carlton
Neff, Florence .....	Duluth
Nicholson, Esther .....	Carlton
Niemi, Anna .....	Ely
Nitardy, Elma .....	Owatonna
Noble, Hazel .....	Hill City
Norman, Alma .....	Cloquet
Norman, Mollie .....	Cloquet
O'Rourke, Lyla .....	Duluth
Olson, Elizabeth C. ....	Renville
Olsen, Ella .....	Two Harbors
Olund, Anna .....	Virginia
Pakkala, Lucy .....	Virginia
Paulson, Esther .....	Duluth
Paulson, Mabel .....	Minneapolis
Paulson, Signe .....	Duluth
Perrine, Luverne ....	Floodwood
Pierce, Dorothy .....	Duluth
Polasky, Stephania .....	Duluth
Porthan, Ida S.....	Ely
Pue, Emily .....	Virginia
Rennell, Ruth .....	Duluth
Ressler, Edith ....	Grand Rapids
Reidesel, Lillian .....	Crookston
Rixon, Alice .....	St. Paul
Rock, Nettie .....	Duluth
Roskilly, Millicent ....	Virginia
Rosseau, Lillian .....	Cloquet
Ryan, Lillian .....	Cloquet
Rylander, Gurnilla.	Iron Mt., Mich.
Sarff, Gladys .....	Duluth
Sayer, Mildred .....	Molde
Schleunes, Hilda .....	Duluth
Schmelling, Ida .....	Virginia
Seguin, Celestia .....	Duluth
Sengir, Barbara .....	Perham
Shaughnessy, Mary.	Grand Rapids
Shook, Gertrude...	Grand Rapids
Shults, Teresa....	Ellsworth, Wis.
Siddall, Violet .....	Duluth
Siemer, Emma I. ....	Cloquet
Sletten, Esther .....	Ely
Smith, Helen .....	Duluth
Soderburg, Sophia .....	Duluth
Spencer, Frances .....	Virginia
Sholund, Anna .....	Eveleth
Stanaway, Della B. ....	Eveleth
Stene, Clara .....	Duluth
Stevens, Lucy ....	Grand Rapids
Strick, Laurina .....	Hibbing
Summers, Mary F. ....	Duluth
Taillon, Florence .....	Proctor
Takkunen, Maedi .....	Ely
Thorpe, Mabel .....	Virginia
Towey, Josephine ...	Minneapolis
Trudeau, Cora .....	Duluth

Vallie, Wilma .....Cloquet  
 Vivian, Leona .....Duluth  
 Vlahovich, Frances .....Duluth  
 Walker, Lavina .....Virginia  
 Walsh, Bertilde .....Albert Lea  
 Wargstrom, Alice .....Virginia  
 Warner, Beth .....Minneapolis  
 Watson, Ida .....Mahtowa  
 Watts, Estelle .....Duluth  
 Waugh, Frances M. ....Carlton  
 Webber, Lucile .....Luverne

Whelan, Mary K. ....  
 .....Benton Harbor, Mich.  
 Whipple, Mary .....Duluth  
 Whitcomb, Josephine ...Atwater  
 Widell, Elizabeth ...Minneapolis  
 Wiggin, Matilda .....Duluth  
 Wilson, Doris .....Minneapolis  
 Woock, Alma .....Akeley  
 Woodworth, Avis .....Carlton  
 Zanardi, Mary .....Duluth  
 Zuger, Helen .....Duluth

### THIRD YEAR

Alford, Eva .....Duluth  
 Anderson, Esther M. ....Duluth  
 Anderson, Hilborg A. ....Duluth  
 Anderson, Josie E. ....  
 .....Solon Springs, Wis.  
 Bellamy, Elsie .....Duluth  
 Carlson, Esther.....Moose Lake  
 Cochrane, Florence .....Duluth  
 Erickson, Anna E. ....Duluth  
 Erickson, Florence .....Barnum  
 Hazelton, Arthur.....Arpin, Wis.  
 Johnson, Anna E.....Moose Lake

Lakela, Olga .....Palo  
 Linberg, Elin .....Oslo  
 Lyngstad, Anna ...Independence  
 Michaelson, Edythe J. ...Cloquet  
 Miller, Gertrude H. ...Brookpark  
 Moyer, Zelma .....Duluth  
 Scott, Olive .....Duluth  
 Vandergrift, Ellen .....Duluth  
 Wallin, Cecelia .....Duluth  
 Wentzloff, Adelfine .....Duluth  
 Wilander, Elvira .....Duluth

### SECOND YEAR

Andrews, Beatrice .....Duluth  
 Bardwell, Charlotte .....Duluth  
 Beck, Clara .....Duluth  
 Cummings, Mae .....Duluth  
 Cummins, Beatrice .....Duluth  
 Cummins, Mary .....Virginia  
 Cummins, Ruby .....Virginia  
 Fraleigh, Lulu .....Virginia  
 Gabrielson, Ella .....Duluth  
 Gaustad, Clara .....Moose Lake  
 Gay, Myrtle .....Moose Lake  
 Gillespie, Olive ...Superior, Wis.  
 Hopkinson, Lillian ...White Bear  
 Keiver, Ethel L...Superior, Wis.  
 Kespohl, Laura .....Floodwood

Kilgore, Kathleen .....Duluth  
 Labod, Martha .....Duluth  
 Mathison, Florence ....Atkinson  
 Nicolai, Elizabeth ..Chisago City  
 Obernolte, Ella .....Tamarack  
 Peterson, Hazel O...Moose Lake  
 Quinn, Ethyl .....Brainerd  
 Rickard, Gladys .....Duluth  
 Robinson, Catherine .....  
 .....Solon Springs, Wis.  
 Rykken, Ethel .....Holyoke  
 Scott, Dorothy .....Mahtowa  
 Sjostrom, Ellen .....Barnum  
 Walsh, Eva .....Duluth  
 Willesen, Myra .....Duluth

**FIRST YEAR**

Aldrin, Lydia C. ....	Moose Lake	Lawrence, Mary .....	Duluth
Berg, Hilda .....	Duluth	Lindsley, Olive ...	Frederic, Wis.
Bryant, Florence .....	Duluth	Lofgren, Alvira .....	Moose Lake
Cash, Veryl .....	Cloquet	Lynch, Helen .....	Carlton
Christianson, Anna ....	McIntosh	McGarvie, Walter .....	Tamarack
Coulter, Mabel .....	Arnold	Mastrian, Marion .....	Atkinson
Abresch, Anna .....	Duluth	Nelson, Laura M. ....	Tamarack
Dahl, Ethel .....	Duluth	Peterson, Anna E. ....	Aitkin
Dinwiddie, Mamie .....	Vineland	Point, Ida S. ....	Cloquet
Dunphy, Margaret .....	Carlton	Pringle, Gladys .....	Duluth
Edstrom, Lindis .....	Duluth	Smith, Gladys E. ....	Duluth
Ericson, Betty .....	Duluth	Solon, Elaine K. ....	Duluth
Fossum, Alice .....	Moose Lake	Spencer, Frances .....	Barnum
Fredrickson, Emma M. ...	Tower	Switzer, Marie A. ....	Holyoke
Gabrielson, Julia .....	Duluth	Stickler, Mildred .....	Deer River
Goodwin, Pearl .....	Duluth	Stjernstrom, Lillie .....	Duluth
Haaland, Oselia .....	Bricelyn	Sunde, Jennie .....	Deerwood
Hagyard, Rosemarie .....		Swanson, Ida A. V. ....	Duluth
.....	Spring Garden	Taylor, Adelaide .....	Deerwood
Hompstead, Leone ...	Knife River	Vatendahl, Hanna..	Baker, Mont.
Johnson, Agnes M. ..	Moose Lake	Wahlstein, Lillian .....	Tower
Johnson, Georgena...	Moose Lake	Wakefield, Addrienne .....	
Johnson, Emma A. ....	Mahtowa	.....	Grand Rapids
Johnson, Ida S. ....	Moose Lake	Walker, Anna Agnes .....	Duluth
Jordan, Mamie .....	McGregor	Williams, Nellie H.....	Hinckley
Kluck, Martha ....	Grand Marais	Wyly, Ruby .....	Duluth
Kordes, Lillian .....	Aitkin	Zygmanska, Frances .....	Duluth
Langley, Hilda ...	Spring Garden		

**SPECIAL**

Baldus, Joseph .....	Duluth	Hopkins, Hazel .....	Proctor
Callahan, Kate .....	Farmington	Schmidt, Edith .....	Minneapolis
Fleer, Lena .....	Duluth	Smith, Emelie M. T.....	Virginia
Fraker, Helen .....	Duluth	Sparks, Mary .....	Duluth
Hanford, Bertha .....	Duluth		

**TEACHERS' TRAINING COURSE IN HOME ECONOMICS**

Boyle, Cecil .....	Duluth	Hansen, Dorothy .....	Duluth
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ENROLMENT FOR THE YEAR

Normal Department

Senior Year .....	124
Junior Year .....	216
Third Year .....	21
Second Year .....	29
First Year .....	53
Special .....	9
Special Course in Home Economics.....	2
	455

High School graduates on two-year program.....	276
High School graduates on kindergarten program.....	26
High School graduates on one-year program.....	4
Five-year program with Latin electives.....	31
Five-year program with English electives.....	107
Special .....	9
Special Course in Home Economics.....	2
	455

Enrolment Summer Term .....	222
Enrolment September-June .....	279
	501
Counted twice 49.....	49
	455

Training Department

Eighth Year .....	18
Seventh Year .....	18
Sixth Year .....	15
Fifth Year .....	11
Fourth Year .....	16
Third Year .....	16
Second Year .....	17
First Year .....	24
Kindergarten .....	39
	174
	629



Reception Room, Torrance Hall.



Student's Room, Washburn Hall.



Student's Room, Torrance Hall.







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